DOCUMENT RESUME

ED 394 252 EC 304 772

AUTHOR Artiles, Alfredo J.; And Others
TITLE The Preservice Education of Teachers for Student Diversity: An Analysis of the Special Education Empirical Literature.
PUB DATE 8 Apr 96
NOTE 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
PUB TYPE Information Analyses (070) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Cultural Pluralism; *Disabilities; Elementary Secondary Education; *Evaluation Methods; Higher Education; Models; *Multicultural Education; *Preservice Teacher Education; Program Effectiveness; Research and Development; Research Methodology; Research Needs; Special Education
IDENTIFIERS *Diversity (Student)

ABSTRACT

This monograph analyzes the empirical literature on multicultural teacher education. The first section summarizes the existing literature in general education and points out strengths and weaknesses. Noted are a pervasive lack of answers to many questions and a dearth of empirical research on multicultural preservice teacher education. The paper then proposes an analytic scheme for conducting and assessing empirical efforts in this domain within special education. The scheme has three main dimensions: (1) the foci of teacher education research; (2) the approach to multicultural education embedded in research studies; and (3) the methodological approaches utilized in inquiries. The paper concludes that: it is risky to continue implementing programs in this area that are not informed by empirical evidence; the research to date is minimal and lacks methodological soundness; the existing research fails to adequately describe the models and domains of study involved; there is little focus on description of approaches; the research methodologies and tools used are limited; and the number and types of dependent variables need to be broadened. (Contains 30 references.) (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

RUNNING HEAD: Multicultural Preservice Teacher Education

ED 394 252

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The Preservice Education of Teachers for Student Diversity: An Analysis of the Special Education Empirical Literature[1]

Alfredo J. Artiles
University of California, Los Angeles
Stanley C. Trent
Michigan State University
Li-Ann Kuan
University of California, Los Angeles

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
A. Artiles
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

DRAFT--Please do not cite or quote without permission from the authors
April 8, 1996/ 17:43

[1] Paper presented at the 1996 meeting of the American Educational Research Association, New York, NY. This study was conducted with support from the UCLA Academic Senate's Committee on Research and by the UCLA Chancellor's Office through an Early Career Faculty Development Award bestowed to the first author. We are indebted to Frank Divinagracia for his assistance in the data collection and analysis phases of this review.

EC304772

BEST COPY AVAILABLE

Abstract

To date, no systematic analysis of the multicultural teacher education empirical literature in the special education field has been reported. This is surprising and unfortunate considering the fact that children of color comprise a significant and increasing percentage of students served in special education programs. Hence, the purpose of this manuscript is to present findings from the first comprehensive analysis of this literature. We first summarize the existing literature and point out strengths and weaknesses. Next, we review current empirical work within the context of an analytic scheme we developed to study research in this domain. Finally, we discuss the potential benefits and obstacles that may emerge in this field of inquiry and make recommendations for future research.

The Preservice Education of Teachers for Student Diversity: An Analysis of the Special Education Empirical Literature

Teacher educators in special education face the challenge of preparing a mostly White teaching force to teach an increasingly diverse student population. As reported elsewhere, culturally diverse students are rapidly becoming a majority in many regions of the country (Natriello, Pallas, & McDill, 1990). Demographic projections indicate that certain ethnic minority groups (i.e., African Americans, Asian Americans, Latinos) will comprise a significantly large segment of the U.S. student population in a few years (Artiles, in press).

As expected, these demographic transformations have produced numerous reforms in the teacher education field. The infusion of multicultural education has been prominent in the reforms promoted in this field. These changes have been effected in certification requirements, curricula, field experiences, and the like. In fact, Gollnick (1995) recently reported that, compared to the situation in the 1970s, more states have requirements related to multicultural education. Furthermore, it is laudable that these changes were pursued voluntarily by state departments of education. On the other hand, Gollnick also found that most reforms tended to address multicultural education in a rather superficial fashion (e.g., the mere infusion of a course on cultural diversity). More importantly, she learned that when mandates were not accompanied by plans and resources to support their implementation, the reforms were seldom crystallized.

Unfortunately, empirical studies on the preparation of teachers for student diversity are alarmingly scarce (Grant & Secada, 1990; Ladson-Billings, 1995). For instance, it has been reported that the few empirical studies conducted with preservice general education teachers in the 1970s and 1980s were restricted to a small geographic region, focused on race, and were conducted in individual teacher education programs (Grant & Secada, 1990). Interestingly, systematic analysis of the multicultural teacher education empirical literature in the special education field have not been reported. Hence, the purpose of this manuscript is to conduct the first thorough analysis of this literature. For this purpose, we first summarize the major findings of research on the preparation of teachers for student diversity in the general education field. Next, we outline the analytic scheme that will be used to examine this literature along with the analysis of the empirical studies published in the special education field. We conclude with a discussion of potential benefits and obstacles that may be confronted in a research program in this field of inquiry.

Trends in Multicultural Preservice Teacher Education in General Education

Multicultural preservice teacher education aims to prepare teachers to work with culturally diverse students. Teacher educators draw heavily from the multicultural education literature to organize the curricula and other elements in their programs (Banks & Banks, 1995). It is expected that teachers that embrace a multicultural education perspective will work toward the transformation of schools so that "male and female students, exceptional students, as well as students from diverse cultural, social-class, racial, and ethnic groups will experience an equal opportunity to learn in school" (Banks & Banks, 1989, pp. 19-20).

Interestingly, the most salient characteristic of the empirical knowledge base on multicultural preservice teacher education is the pervasive lack of answers to a multitude of questions, particularly about practical matters. In this vein, Gay (1995) argued that there is a considerable gap between the theory and practice of multicultural education. Indeed, although great strides have been made to refine the theoretical knowledge base of this field, the practice of multicultural education is still plagued with controversies and endless debates--which in turn, has implications for how it is addressed in teacher education programs. As stated above, most programs address cultural diversity issues via foundation courses on multicultural education. Too often, these courses offer generic information on how isolated cultural markers influence learning and development. The interactions between several of these sociocultural variables in people's lives are hardly acknowledged or discussed (Artiles & Trent, in press).

Similarly, there is a dearth of empirical research on multicultural preservice teacher education. Many studies have used surveys to tap teacher attitude changes after enrolling in a multicultural education course. The few studies located by Grant & Secada (1990) (n = 16) rendered mixed effects. Although Ladson-Billings (1995) and Grant and Tate (1995) identified more empirical reports in recent years (i.e., 43 and 47 respectively), mixed results continued to be the modal outcome. It is also important to note that there are several recurrent themes in the analyses of this research which include: (a) conceptual vagueness (i.e., basic constructs such as multicultural education were not defined), (b) an overemphasis in content infusion into the curriculum, (c) lack of external funding, (d) lack of discussion about methodological and design limitations of studies, (e) tendency to focus on race/ethnicity, and (f) studies tended to be conducted

by instructors of these courses (Grant, 1993; Grant & Secada, 1990; Grant & Tate; Ladson-Billings, 1995). Moreover, recent studies have tended to focus on:[2]

1.) The impact of multicultural education courses/workshops or of teacher education program components/phases (e.g., field experiences) on preservice teachers' beliefs, knowledge, attitudes, and perceptions (Artiles & McClafferty, submitted; Bennett, Niggle, & Stage, 1990; Cooper, Beare, & Thorman, 1990; Grottkau & Nickolai-Mays, 1989; Larke, Wiseman, & Bradley, 1990; McDiarmid, 1990, 1992, 1993; McDiarmid & Price, 1990; Nel, 1992; Reed, 1993; Ross & Smith, 1992; Stoddart, 1993; Tran, Young, & Lella, 1994; Trent et al., 1995; Tatto, in press),

2.) teachers' beliefs, knowledge, or theories about culturally diverse students, about their ability/readiness to teach a diverse student population, or about multicultural education issues (Barry & Lechner, 1995; Goodwin, 1994; Mahan, 1992),

3.) the role of teachers' resistance to these efforts (Ahlquist, 1992; King & Ladson-Billings, 1990),

4.) the need to redefine the approaches used to better prepare teachers for diversity (Cochran-Smith, 1995),

5.) issues related to the cultural sensitivity of teachers (Deering, 1995; Larke, 1990), and

6.) staff's beliefs/views about cultural diversity issues (e.g., cooperating teachers, teacher educators) (Haberman & Post, 1990).

We should note that any appraisal of multicultural teacher education ought to be conducted in the larger context of the teacher education field (Artiles & Trent, in press). For instance, it has been argued that the teacher education field has had low status, an unclear mission and identity, and program incoherence (Ladson-Billings, 1995). Thus, program evaluation practices have been fraught with significant methodological limitations that include vague outcomes and ill-defined audiences (Galluzo & Craig, 1990). It has also been argued that the process of teacher education is not theoretically grounded and that research in this field tends to be descriptive and exploratory (Yarger & Smith, 1990). A similar situation is found in the special education teacher education field.

Thus, it is in this context that multicultural preservice teacher education is conducted. We contend that a research program on multicultural preservice teacher education should be guided by considerations that are germane to the larger teacher

---

[2] See also Grant (1993, 1994), Grant and Secada (1990), Grant and Tate (1995), Ladson-Billings (1995), Zeichner (1993) for reviews of this literature.

education field as well as to the multicultural education arena. For this purpose, we outline next a comprehensive analytic scheme to conduct and assess empirical efforts in this domain.

An Analytic Scheme to Assess Multicultural Preservice Teacher Education in Special Education

We have outlined elsewhere (Artiles & Trent, in press) an analytic scheme to assess research that focuses on multicultural preservice teacher education in special education (see Figure 1). This scheme is multifaceted and comprised of three main dimensions. These dimensions include "(a) the foci of teacher education research, (b) the approach to multicultural education embedded in research studies, and (c) the methodological approaches utilized in inquiries (p. 11)." (see Figure 1).

Insert Figure 1 about here

First of all, we believe that before we engage in research on multicultural teacher education, we must examine the underlying context from which inquiries are to emanate. This entails learning about (a) the conceptual model that drives the program, (b) the organizational structure of the program, and (c) the domains of study that guide teacher education research. Next, to insure that comparisons of programs and outcomes are based on a similar course of study, researchers must be sure to identify the approaches to multicultural education on which the program is based. In identifying approaches to multicultural education, researchers must identify (a) underlying theories of teaching and learning, (b) foci of multicultural education (e.g., race, ethnicity, gender, social class, disabilities, sexual orientation), and (c) approaches to multicultural education (e.g., single-group studies, human relations).

Finally, our review of the literature suggests that a significant degree of research on multicultural teacher education has been narrow in scope and has utilized a pre/post test design to measure student growth (e.g., surveys, questionnaires). In order to capture a holistic understanding of these programs, we assert that alternative models of inquiry must be developed that integrate both quantitative and qualitative methods. In addition, research must be conducted in a culturally sensitive manner (e.g., increased focus on intra-group versus inter-group comparisons). We believe this comprehensive focus will allow us to determine program efficacy, engage in on-going assessment, evaluation and revision, and determine the characteristics of models that yield the most positive outcomes for teachers and students. In the same vein, if researchers use this analytic scheme to report their findings, the replicability of studies will be enhanced

and the assessment of the role of contextual factors will be possible (see Artiles & Trent, in press for a more detailed discussion of this model).

Research on Multicultural Preservice Teacher Education in Special Education

Similar to the situation in general education, little attention has been given to the implementation of research on multicultural preservice teacher education in the special education field. We argued elsewhere that this state of affairs is explained by at least three important factors, namely (a) the isolation of special educators which prevents them from benefiting from the emerging knowledge base in general education, (b) the little political and financial support given to this area of inquiry, and (c) the ambivalent position of administrators and policy makers about multicultural teacher education, which is reflected in (among other things) inconsistencies in the monitoring of program implementation or program evaluation (Artiles & Trent, in press).

Our analysis of recent empirical literature (i.e., 1982-1994) aims to provide evidence that can be used in future studies and policy deliberations. Unfortunately, given the alarming scarcity of empirical studies, our effort should be construed as a preliminary step in this direction. Because of our professional interests, we focused the analysis of multicultural preservice teacher education on programs for learning disabilities, behavioral disorders, and non-categorical specializations. Manuscripts were selected for this review if they met the following criteria:

1.) Articles were data based--either quantitative or qualitative designs and based on primary or secondary data.

2.) Subjects of the studies were either preservice teachers or personnel involved in preservice teacher education (e.g., teacher educators, cooperating teachers).

3.) Studies were concerned with any topic related to the preparation of preservice special education teachers to teach culturally and/or linguistically diverse students with the aforementioned disabilities.

We conducted a thorough search in the ERIC database (1982-1994) using broad descriptors that would allow us to locate more entries (i.e., we used the descriptors "multicultural education" and "teacher education"). The search rendered 151 records. We identified over a dozen manuscripts on this topic in the special education field. Nevertheless, as we applied the aforementioned selection criteria, the number of eligible empirical articles was reduced to seven publications. Table 1 summarizes the main characteristics of these articles.

Insert Table 1 about here

It is unfortunate that the few research studies published in this area of inquiry lack detail regarding the dimensions that we deemed relevant in this type of empirical reports (see Figure 1). Most reports do not identified the underlying conceptual model of their teacher education programs. After reading these descriptions, however, we concluded that most studies were conducted in programs where either an academic or a developmentalist tradition was emphasized. The developmentalist tradition in these programs did not necessarily focus on child development issues; rather it was concerned with particular characteristics of culturally diverse children. There were a few instances in which a social efficiency tradition (i.e., an emphasis in teachers' abilities to thoughtfully apply a knowledge base about teaching) guided teacher education programs.

Moreover, most studies were concerned with linking process (e.g., course content, fieldwork, observations) with outcome (e.g., attitudes, perceptions of value) variables. Among the most frequently assessed program elements were (a) the characteristics of candidates and staff, (b) content and methods of the program, and impact of the program. Few reports explicitly addressed the underlying definitions of teaching and learning that guided their efforts. In the same vein, most studies used multicultural education approaches that focused on the distinctive characteristics of students (e.g., race, ethnicity, social class, and language). Finally, the majority of studies were based on quantitative approaches in which questionnaires and surveys were used. The few qualitative studies lacked several elements that enhance inquiries' trustworthiness (triangulation, prolonged engagement).

Conclusion

It is evident that teacher educators need to increase the number of studies in the multicultural education arena. It is also possible that the bulk of the research in this arena is not necessarily published in mainstream journals. Thus, fugitive literature should be searched through contacts with directors of personnel training projects and the like.

We argue that it is risky to continue implementing programs in this area that are not informed by empirical evidence. The review of the scarce published empirical research allow us to conclude the following:

1. The research to date is minimal and lacks methodological soundness.

2. The existing research fails to provide rich descriptions of the conceptual models, philosophies, organizational structure, and domains of study in both the teacher education and multicultural education fields.

3. There is little or no focus on the description of approaches used to teach multicultural teacher education. As reported elsewhere, there is a great deal of conceptual ambiguity in the use of this construct. It is necessary that researchers in this field make the effort to report the approach embraced in their respective studies (see Sleeter & Grant, 1994 for a typology of these approaches).

4. The research methodologies and tools used (e.g., questionnaires and surveys) were limited. Studies using ethnographic designs are notoriously absent. It is important that qualitative designs are combined with quantitative methods to enrich findings in this domain of study.

5. The need to broaden the number and type of dependent variables is necessary. There is an overemphasis in teachers' attitude change and teacher self-reports of program impact. It is important that future studies look at several areas that include: (a) the influence of teacher education program contexts in teachers' learning to teach processes, teacher knowledge issues, and the connection between teacher knowledge and classroom practices. Similarly, a theory of teachers as learners should inform future inquiries and longitudinal designs must be used in upcoming research efforts.

References

Ahlquist, R. (1992). Manifestations of inequality: Overcoming resistance in a multicultural foundations course. In C. A. Grant (Ed.), Research and multicultural education: From the margins to the mainstream (pp. 89-105). London: The Falmer Press.

Artiles, A.J. (in press). Cultural diversity in populations with exceptionalities. In L.U. deBettencourt & E.J. Sabornie (Eds.), Introduction to individuals with exceptionalities. Harcourt Brace Jovanovich.

Artiles, A.J. & McClafferty, K. (submitted). Learning to teach culturally diverse learners: Charting change in preservice teacher thinking about effective teaching.

Artiles, A.J. & Trent, S.C. (in press). Forging a research program on multicultural preservice teacher education: A proposed analytic scheme. In J.W., Lloyd, E. Kameenui, & D. Chard (Eds.), Educating students with disabilities. Hillsdale, NJ: Lawrence Erlbaum.

Banks, J.A. & Banks, C.A.M. (1989). (Eds.), Multicultural Education: Issues and perspectives. Boston: Allyn and Bacon.

Banks, J.A. & Banks, C.A.M. (1995). (Eds.). Handbook of research on multicultural education. New York, Macmillan.

Barry, N. H., & Lechner, J. V. (1995). Preservice teachers' attitudes about and awareness of multicultural teaching and learning. Teaching & Teacher Education, 11, 149-161.

Bennett, C., Niggle, T., & Stage, F. (1990). Preservice multicultural teacher education: Predictors of student readiness. Teaching & Teacher Education, 6, 243-254.

Burstein, N. D. & Cabello, B. (1989). Preparing teachers to work with culturally diverse students: A teacher education model. Journal of Teacher Education, 40, 9-16.

Burstein, N., Cabello, B., & Hamann, J. (1993). Teacher preparation for culturally diverse urban students: Infusing competencies across the curriculum. Teacher Education and Special Education, 16, 1-13.

Cochran-Smith, M. (1995). Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education. American Educational Research Journal, 32, 493-522.

Ellsworth, N. J. (1993). Trainees' perceptions of types of instructional practices modeled in an urban teacher education program. Teacher Education and Special Education, 16, 34-41.

Galluzo, G. R. & Craig, J. R. (1990). Evaluation of preservice teacher education programs. In W. R. Houston (Ed.), Handbook of research on teacher education (pp. 599-616). New York: Macmillan.

Gay, G. (1995). Bridging multicultural theory and practice. Multicultural Education, 3 (1), 4-9.

Gollnick, D. M. (1995). National and state initiatives for multicultural education. In J. A. Banks & C. M. Banks (Eds.), Handbook of research on multicultural education (pp. 44-64). New York: Macmillan.

Grant, C. A. (1993). The multicultural preparation of U.S. teachers: Some hard truths. In G. K. Verma (Ed.), Equality and teacher education: An international perspective (pp. 41-57). London: The Falmer Press.

Grant, C. A., & Secada, W. G. (1990). Preparing teachers for diversity. In W. R. Houston (Ed.), Handbook of research on teacher education (pp. 403-422). New York: Macmillan.

Grant, C. A. & Tate, W. F. (1995). Multicultural education through the lens of the multicultural education research literature. In J. A. Banks & C. M. Banks (Eds.), Handbook of research on multicultural education (pp. 145-166). New York: Macmillan.

Harry, B., Torguson, C., Katkavich, J., & Guerrero, M. (1993). Crossing social class and cultural barriers in working with families. Teaching Exceptional Children, 26 (1), 48-51.

Kozleski, E. B., Sands, D. J., & French, N. (1993). Preparing special education teachers for urban settings. Teacher Education and Special Education, 16, 14-22.

Ladson-Billings, G. (1995). Multicultural teacher education: Research, practice, and policy. In J. A. Banks & C. M. Banks (Eds.), Handbook of research on multicultural education (pp. 747-759). New York: Macmillan.

McDiarmid, G. W. (1993). Changes in beliefs about learners among participants in eleven teacher education programs." In J. Calderhead and P. Gates (Eds.), Conceptualizing reflection in teacher development (pp. 113-143). London: The Falmer Press.

McDiarmid, G. W. (1992). What to do about differences? A study of multicultural education for teacher trainees in the Los Angeles Unified School District. Journal of Teacher Education, 43, 83-93.

McDiarmid, G. W., & Price, J. (1990). Prospective teachers' views of diverse learners: A study of the participants in the ABCD Project. Prepared for the ABCD Project, Office of Professional Development, Michigan Department of Education. East Lansing, Michigan: National Center for Research on Teacher Education.

Natriello, G., Pallas, E.L., & McDill, A.M. (1990). Schooling disadvantaged children: Racing against catastrophe. NY: Teachers College Press.

Ross, D. D., & Smith, W. (1992). Understanding preservice teachers' perspectives on diversity. Journal of Teacher Education, 43, 94-103.

Trent, S. C., Pernell, E., & Stephens, K. M. (1995, April). Preservice teachers' conceptions about effective teaching for culturally diverse learners. Paper presented at the annual meeting of the Council for Exceptional Children, Indianapolis, IN

Yarger, S. J., & Smith, P. L. (1990). Issues in research on teacher education. In W. R. Houston (Ed.), Handbook of research on teacher education (pp. 25-41). New York: Macmillan.

Zeichner, K. M. (1993). Educating teachers for cultural diversity (Special Report). East Lansing, Michigan: Michigan State University, National Center for Research on Teacher Learning.

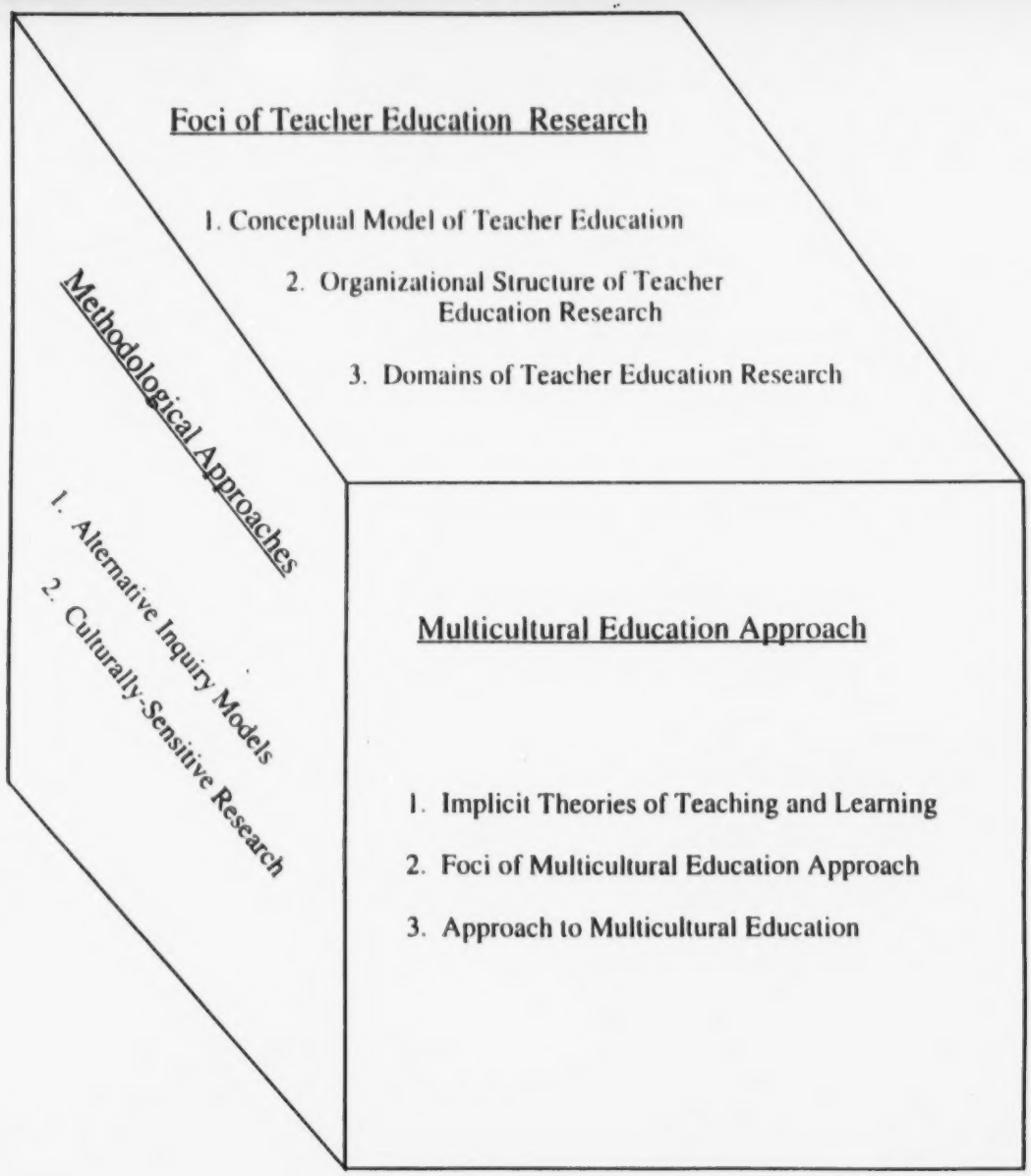
Foci of Teacher Education Research
1. Conceptual Model of Teacher Education
2. Organizational Structure of Teacher Education Research
3. Domains of Teacher Education Research
Methodological Approaches
1. Alternative Inquiry Models
2. Culturally-Sensitive Research
Multicultural Education Approach
1. Implicit Theories of Teaching and Learning
2. Foci of Multicultural Education Approach
3. Approach to Multicultural Education

Figure 1. An analytic scheme to conduct multicultural teacher education research

(From Artiles & Trent, in press)

Table 1
Empirical studies on multicultural preservice teacher education

Author/Year	Purpose	Sample	Data Collection/ Analysis Procedures	Findings
Burstein & Cabello (1989)	The authors describe a teacher education program designed to prepare teachers to work with culturally diverse students in urban settings. The four levels of the program are described and the authors discuss the influence of the program on "teachers' beliefs, knowledge, and teaching practices with culturally diverse students (p. 9).	Sixteen female inservice teachers enrolled in one of the courses: Instructional Strategies for the Learning Handicapped.	**Data Collection Tools:** 1. Pre and post questionnaires 2. Teacher logs **Data Analysis:** 1. Computational analysis was used to analyze pre and post questionnaires. A content analysis was conducted and categories were established. Descriptive statistics (percentages) were used to show differences between pre and post questionnaires. 2. Excerpts from logs were analyzed and categories were established.	Findings revolved around the major categories of beliefs, knowledge and adapting instruction. **Beliefs:** Post questionnaires revealed a decrease in the number of students who espoused a deficit view about culturally diverse learners. **Knowledge:** Teachers reported an increased variety of strategies for motivating students, reinforcing appropriate behaviors, promoting social interaction, and using student learning styles. In addition, more teachers stressed the importance of ESL programs for LEP student. **Adapting Instruction:** After training, teachers identified more ways to adapt and modify instruction for students from culturally diverse backgrounds.

Table 1 *(continued ...)*

Author/Year	Purpose	Sample	Data Collection/ Analysis Procedures	Findings
Burstein, Cabello, & Hamann (1993)	To describe a teacher education infusion model designed to prepare teachers to work with "culturally diverse learning handicapped students (CDLH). The authors also shared the results of a study conducted to determine program effectiveness.	Two cohorts of ten students enrolled in a two year masters program in special education. Ethnic backgrounds included African-Americans, Hispanics, and European-Americans, ages ranged from the early 20s to mid-50s, teaching experience ranged from 1 to more than 10 years, and positions included elementary and secondary education, speech and language, and a bilingual coordinator.	1.) Pre and post questionnaires to evaluate each course. 2.) The Teacher Inventory on the Education of Diverse Students (TIEDS) was administered to both cohorts to assess "beliefs and knowledge about educational practices for CDLH students (p. 8)." Cohort 1 students completed the questionnaire at the end of their program and Cohort 2 students completed the questionnaire as a pre and post measure. This questionnaire was designed to assess perceived competency development and program efficacy. 3.) A Program Evaluation Questionnaire was completed by students each year and one year after completion of the program. 4.) A questionnaire was also completed by Cohort 1 teachers and their employers one year after completion of the program (only descriptive data were reported).	1.) On the first questionnaire, cohorts rated themselves more knowledgeable about course content after each course. 2.) For Cohort 2, TIEDS ratings indicated increased mean ratings from pre to post administrations for all competency areas. 3.) On questionnaire 3, both cohorts rated their competence high in program areas and mean increased over the two year period of enrollment. 4.) One year after program completion, the mean teacher rating for the program was 4.5 and the mean employer rating was 5.0 (both on a scale from 1 low to 5 high).

Table 1 *(continued ...)*

Author/Year	Purpose	Sample	Data Collection/ Analysis Procedures	Findings
Ellsworth, N. J. (1993)	To examine inservice teachers' perceptions of "frequency and importance of training methods modeled in their professional training (p. 34)."	249 students enrolled in a graduate teacher education program at a private, urban university.	**Data Collection Tool:** A self-administered survey instrument designed to "explore the organization of the instructional practices experienced by trainees in teacher preparation programs (p. 37)." **Data Analysis:** Mean scale scores on the perceived frequency and importance of types of learning activities were analyzed by type of program (e.g., special vs. regular education). A two-way analysis of variance was conducted for frequency and importance.	Five activity types were identified: Scientific method, the behavioral process, social awareness, interpersonal activities, and personal responsibility. Ratings on the frequency scales were significantly different among students in the two programs. Students in the special education courses indicated more frequent modeling of social awareness and interpersonal activities than their counterparts. Ratings of importance of different learning activities differed for three of the five activity types. Student enrolled in special education courses rated social awareness, interpersonal, and personal responsibility activities as being more important. It was also concluded that "teacher educators made only limited use of the broad range of research-based educational practices that they could be modeling for their students (p. 39)."

Table 1 *(continued ...)*

Author/Year	Purpose	Sample	Data Collection/ Analysis Procedures	Findings
Trent, Pernell, & Stephens (1995)	The authors identified perceived changes in preservice teachers' conceptions about teaching culturally diverse learners as a result of their enrollment in a semester long special education/multicultural education course.	Sixty-eight randomly selected students enrolled in the course entitled Diverse Learners in Multicultural Perspective. A total of 166 students were enrolled in the course and ranged in age from 19 to 50 (average age was 23).	**Data Collection:** 1. Concept maps. 2. Questionnaire of Views about Teaching and Learning (VTL) (Used to place students into three groups of low, middle, and high sensitive based on their beliefs about culturally diverse learners). **Data Analysis:** 1. Constant Comparative method used to analyze qualitative data and establish categories. 2. Measures of centrality (used to identify aspects of teaching culturally diverse learners deemed most appropriate to students) 3. Measures of specificity (used to identify aspects on concept maps that were most developed) 4. MANOVA was used with centrality and specificity measures to identify significant differences between groups and lab instructors in patterns of reference to each of four major categories and 15 subcategories identified through qualitative analysis.	1. No significant differences revealed by group (e.g., low, middle, high) for centrality and specificity measures. 2. Analysis by instructor did reveal significant differences among students enrolled in different lab instructors for the subcategories of Goals and Culture/Curriculm Match (centrality). For specificity, a significant difference was found for the subcategory Culture/Curriculum match.

Table 1 *(continued ...)*

Author/Year	Purpose	Sample	Data Collection/ Analysis Procedures	Findings
Harry, Torguson, Katkavich, & Guerrero (1993)	To describe an approach to incorporate into teacher education programs extended concrete experiences with families from diverse cultural backgrounds.	Three preservice teachers. Although not all subjects identified their ethnic backgrounds, a preservice teacher with Spanish surname identified herself as "white middle class."	**Data Collection:** 1.) Preservice teachers enrolled in a course on "working with families" had to complete the following assignments: (a) Interview with parents, (b) participate with parents and their child in a community-based activity, and (c) observe their annual review meeting. • The course was offered to undergraduate and gradute students. • The experiences of three preservice teachers were recounted by the protagonists. **Data Analysis:** Preservice teachers were asked to describe their experiences and to focus on their emotional reactions. They were also asked to report on what can be learned from interactions with families.	"[F]irsthand experiences with families challenge student teachers in two ways. First, there is the simple fact that working with a family is completely different from working with a pupil; parents are adults, and they know the student better than anyone else. Second, those who work with families from diverse cultural, racial, or social class backgrounds often approach the task with an additional layer of apprehension. [However, once teachers meet their students' families], the common ground of humanity and parenting refocuses the entire experience" (p. 51).

Table 1 *(continued ...)*

Author/Year	Purpose	Sample	Data Collection/ Analysis Procedures	Findings
Kozleski, Sands, & French (1993)	• To describe a teacher education program that focuses on the preparation of special education teachers to work in urban settings. • To identify successes and problems in the program. • To assess the impact of the initial immersion year on the preparation of each intern.	Preservice teachers, clinical staff, and teacher educators participated in the project. Specifically, 18 interns, 8 mentors, and 1 university supervisor participated in the project.	**Data Collection:** Interviews with each participant were conducted at the end of each academic year. Data were collected for three years. **Data Analysis:** Little information is presented about the data analysis process. Interviews were transcribed for subsequent analysis. It seems that the authors used content analysis methods to code interview transcripts. A category system was developed to identify patterns and themes in participants' responses.	A positive impact was reported by participants. Seven themes emerged from the analysis: (a) The value of the urban context, (b) the value of an initial, immersion year, (c) the importance of the selection process, (d) the value of the mentorship experience, (e) the value of the university supervisor role, (f) the mentorship skills, and (g) the competency as a special educator. The authors' conclusions include: 1.) Flexibility and risk-taking were evident in both mentors and interns. 2.) Mentors needed as much support for their development as coaches and as instructors as the interns. 3.) The coursework must include methods and techniques that permit the development of curricula that take students/teachers into the community. 4.) The interaction of theory and practice early on enhances the capacity of interns to develop expertise in the urban classroom.

Table 1 *(continued ...)*

Author/Year	Purpose	Sample	Data Collection/ Analysis Procedures	Findings
Salend & Reynolds (1991)	To describe the Migrant Special Education Training Program and to report program evaluation data.	A total of 43 graduates participated in the project. No additional information on these subjects was provided.	**Data Collection:** An "open-ended survey" was used to gather the data in a four-year period. These surveys were completed after students completed their coursework but before they did their practicum. Further information on the characteristics of the survey was not reported. A "follow-up survey" was completed eight months after students completed the program. Participants had to rate competencies in terms of their importance in teaching migrant students with disabilities. They rated (a) their current level of competence, (b) the importance of the competency in their jobs, (c) the exten to which the program developed their skills in this area.	• Teachers reported positive experiences with coursework, advising, tutoring, parenting, preparation for practicum, student involvement, and general program areas. • The follow-up data indicated that the majority of teachers were working with migrant students. • Teachers reported a positive program impact in their skills/ comptencies. • Teachers also reported that they'd have liked to receive more information about and experience in educational technology issues, work in interdisciplinary teams, and consultation with other professionals.